

Vol. V

FEBRUARY, 1911

No. 6

CHILD-WELFARE MAGAZINE

ORGAN OF THE

National Congress of Mothers

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Vol. V.

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President's Desk

January 24 and 25 were eventful days in Tennessee, for at Nashville the Tennessee Branch of the National Congress of Mothers was organized with delegates in attendance from many sections of the State.

TENNESSEE
BRANCH
NATIONAL
CONGRESS
OF MOTHERS.

Mrs. G. H. Robertson, of Jackson, was unanimously elected President of the State Congress. Mrs. Robertson is the mother of four sons, a woman of rare earnestness and spirituality, and whose family for generations has been identified with Tennessee. The needs of Tennessee children are well known to her, and the organization of the Congress is due to her initiative. With the coöperation of an able corps of officers and managers, child welfare will receive the consideration which is its due.

Mrs. Benj. W. Hoopes, the wife of the new Governor, the mother of four children, gave a beautiful address and expressed her desire to be identified with the Congress and promote its purposes for the children.

Mrs. S. A. Mynders, of Knoxville, and Mrs. Thomas Scruggs, of Memphis, who were chosen as Vice-Presidents, have already done much for the children of Tennessee.

The Congress was held at The Hermitage. Greetings from Mayor Howse, from Mrs. A. B. Cooke, representing the women of Nashville, were cordially given. Mrs. Schoff outlined the work of the Congress and the primary responsibility of mothers in all phases of child-care, showing the need for child-study and for organized motherhood.

Mrs. F. A. Hodgson, of Clarksville, gave an interesting address on the work of mothers in rural districts in school improvement. Miss Virginia Moore also spoke on the same subject as Organizer of School Improvement Associations. A reception was given to the delegates by the Centennial Club in its spacious and handsome clubhouse.

The officers of the Congress, with the National President, were given places on the platform to witness the stirring scenes at the inauguration of the first Republican Governor in twenty-five years—a man whose own life has made him especially interested in children and their needs. Knowing neither father nor mother, he has experienced the hardships and vicissitudes that only such children can know; and yet with such a handicap he stands as the chosen leader of his State. It was a significant coincidence that the Governor of Tennessee and the first President of the State Congress were inaugurated on the same day, and have both pledged support to important measures for child-welfare.

Governor Hoopes, in his inaugural, placed stress on the opportunities given for the development of the people as preceding all material considerations, and referred to matters of paramount importance to the State as follows:

"The development and conservation of our material resources sink into insignificance when compared with the culture and conservation of the minds of our boys and girls. The character of the masses of our future citizenship depends very largely upon the educational advantages we provide for them in the public schools. The children of Tennessee are entitled to as good opportunities to prepare themselves for the struggles of life as the children of any other State, and they are dependently looking to us for help. Tennessee cannot arrive at the full stature of an enlightened commonwealth without a more thorough equipment of her people to cope with the complex problems of this progressive age. The fact that ignorance is a prolific source of vice and crime and that the cultivation of the youthful mind enlarges the vision of life and increases the capacity for enjoying the world as one passes through it are sufficient considerations to impel us to educate. The secondary consideration that every dollar expended by us in educating our boys and girls will be returned to us many fold in the material development of our State, must also have its weight.

PENAL SYSTEM.

"The question of how best to protect society from the criminal has always been, and is to-day, one of the greatest problems that confronts mankind. Until within the last century the efforts of society along this line had reached no higher form than the simple incarceration of the offender for a fixed period. At the end of this term he was released, rarely any better, but generally worse, mentally, morally and physically. The only benefit society derived from this process was the mere temporary prevention of the commission of further crimes by the same offender and the deterrent effect on others. The reformatory treatment of the criminal was not even thought of. Later on there was grafted on to this system the additional purpose of making the public prison a source of revenue to the State. This, as a secondary consideration, is good, but as a primary one it has at some time disgraced every State that has adopted it.

"The prison system in Tennessee is still based exclusively upon the antiquated idea of confinement as a preventive, coupled with the more modern plan of making it an institution for revenue only. We still practice the indiscriminate imprisonment of adults and children, without providing any influences whatever for the reformation of either class and their restoration to social usefulness, except the periodical services of a poorly-paid chaplain. This is like caging a man-eating tiger for a period and then turning him loose upon the streets of a city. I am aware of the fact that there is a class of hard-headed, hard-hearted and skeptical persons who look with distrust upon every effort to ameliorate the conditions of prison life and add the reform feature to our penal institutions. They sneer at the advocates of prison reform and characterize their doctrines as mawkish sentimentality. They are content

to assume that the convicted man or boy, having fallen, can never stand erect again, and they favor conditions that deny him the chance to rise. But the biggest brains and greatest hearts of every civilized nation in the world are at work on this problem."

Mrs. Robertson, with her co-workers, is already planning important juvenile legislation for Tennessee which will have the cordial support of Governor Hoopes.

COMMITTEE ON MAINTENANCE OF HIGH STANDARDS OF MARRIAGE

The increasing laxity in regard to marriage has made it advisable for the Mothers' Congress to form a department for the special consideration and study of this subject, with a view to bringing about a higher ideal of marriage through proper education concerning it. Mrs. Clarence E. Allen, of Salt Lake City, has been made chairman of it.

Her life for many years has been passed where she has seen such sad effects of a low value of marriage that she is inspired with an earnest purpose to organize constructive measures to elevate the standards of marriage in the United States.

Mrs. Charles Van Winkle, of Salt Lake City, Utah, recently added to the Committee on the Marriage Relation, U. C. M., is a graduate of Wellesley, '96, and of the Law Department of Cornell University, '98. She is Bursar of the Association of Collegiate Alumnae. In addition to her scholarly attainments, she is the mother of three children and devoted to her home and family. New York will undoubtedly take up the need for uniform marriage laws this winter, and the Mothers' Congress Committee will be prepared to represent the Congress in coöperation with other movements for betterment in this direction. At the basis of all, however, is education in the home. How to give this is worthy the efforts of this department.

THE SCHOOL OF HOUSEHOLD ARTS

Teachers' College, Columbia University, is one of the hopeful, encouraging movements of the day. A liberal endowment has been made for the school, for which a handsome building has been erected, and the necessary preparations have been made to give suitable instruction to those who are to teach others in this field of home science.

The training of teacher-nurses for social educational work is an important feature and will supply a great need. Miss Mary Adelaide Nutting is in charge of the department and has a wonderful opportunity to direct this new department of education in lines that are far in advance of past methods. She recognizes that psychology or child study is part of the necessary equipment for teacher-nurses; that mind and body are so closely associated that what affects one is related to the other. General and educational psychology lead in the courses prescribed.

At last home-making is coming to its own. Columbia University and Tulane University have placed it as a recognized course of university education.

The average expense of the course is \$580.

New York City is marking an era in the study of childhood and its needs. For two years the NEW YORK CHILD-WELFARE EXHIBIT New York Child-Welfare Committee has been planning and bringing together the data and material which will show the conditions affecting New York children, believing that in such an exhibit of actual conditions the way would be opened for marked improvement. The interest and help of the leading men and women of New York have been enlisted. The work is divided under the care of committees. These include Homes, Recreation and Amusements, Streets, Libraries and Museums, Schools, Health, Social Settlements, Associations and Clubs, Churches, Temples and Sunday-schools, Public and Private Philanthropy, Laws and Administration, Work and Wages.

The exhibit was opened January 18, at the Seventy-first Regiment Armory, Thirty-fourth and Park avenue, New York, and will remain open for a month.

The center of the Armory will be devoted to the duties of a municipality to children.

The wall space on three sides will be given to the exhibits of the various private agencies associated with child-life. Many conferences will be held during the exhibit, in which the leaders of the Mothers' Congress have been invited to participate.

The work of the New York Child-Welfare Committee will doubtless be followed in many other cities. When conditions are clearly realized, it is the first step toward better things. Child-welfare is many-sided. To group all these influences, to point the way to what a city can do, will soon make children's lives better. It will be worth while for all interested in child-welfare to visit the New York Child-Welfare Exhibit.

This exhibit will give a vivid and comprehensive picture of child-life in the city of New York. It will demonstrate the economy of concentrating efforts for human betterment upon the children of to-day, and so lessening the social waste and financial burden of the charities and reformatories of to-morrow.

The scope of the exhibit is indicated in the titles under which the several committees have gathered their data. Graphic presentations of this data will show the influences which are at work upon the vast multitude of the city's children; the opportunities and handicaps through which they gain or miss health, recreation, vocational adjustment, civic training, preparation for home-making, moral and spiritual development. The fields covered by the investigators include Homes, Schools, Churches, Libraries, Museums, Stores, Factories, Streets, Parks, Playgrounds, Theatres, Associations, Clubs, Settlements, Institutions, Reformatories and Courts.

Department of Child Hygiene.

Edited by HELEN C. PUTNAM, A.B., M.D.

CLEAN SCHOOLHOUSES.

The Standard of Healthfulness for Schoolhouses Should Be That of the Best Kept Homes.

IV.

The discussion in our last number on the protection of children from the saliva that every drinker leaves on the common cup (some containing germs of contagious diseases) with the pattern of an individual paper cup that was given has brought numerous letters approving the idea, some from physicians, others from teachers and mothers. This morning one comes from a superintendent of schools in a large city. "I hope the time will come," he says, "when we can have the sanitary drinking fountain in all the schools. Until that time, this seems to be an excellent and inexpensive means of meeting the serious situation presented by either the common drinking cup or the supplying of individual cups of the ordinary type. I will see what can be done to encourage the making and use of this paper cup."

Unless one knows something better, this extemporized paper cup is a good makeshift or "last resort," at school or anywhere else in the world, to avoid public cups. *The common drinking cup is dangerous.*

This month we are to talk about clean walls and windows.

The worst schoolroom walls I have ever happened to see were last winter in a famous State with four syllables in its name, and in a few places

just over its borders—not always in obscure villages, but in at least one large and often-heard-of school. They were papered walls (ugly paper, too, incidentally) and sometimes two or three layers deep, with torn and loosened fragments. Good housekeepers have old paper removed and walls cleaned before the new is put on. The pastes and papers absorb odors and dampness, and lodge molds, vermin, microorganisms and dust, affecting the atmosphere in the room more or less.

These papered school walls are as bad as what I forgot to mention in talking about clean floors—carpeted kindergartens. In perhaps three schools I have seen ingrain or Brussels carpets put down because the floors were splintered, or because in some games the children must sit on the floor and it is cold in winter or "so very dirty."

The younger children are, the more rapid their vital processes; they are growing faster; therefore the effects of dust inhaled are more far-reaching; one of the reasons for the increase of tuberculosis all through school life, and for the so-called "school fatigue" which we studied last year. They should have the best surroundings like the high schools, not the dirtiest.

The smooth, easily cleaned linoleum we have spoken of would be cold, too, in winter to sit on long. There might

be experimenting with art squares on linoleum floors (if the wood floor is splintered and cannot be cleaned); squares that can be hung out of doors and beaten every night, and not laid until just before school in the morning, with properly adjustable floor fastenings. There are certain firmly woven, light-weight materials, such as used for awnings and light tents. But with the many health difficulties and practical difficulties perhaps normal children can be better grown without the floor games. Or we might learn lessons in the clean floors of the Eastern races who do not use chairs—who sometimes use rugs also.

To return to our subject—school walls. They are sometimes defaced by scribbling, hand-marks and other spots of several years' standing, especially the water closets. Some walls are so dark in color that the light in the room is lessened and children weary from efforts to see; or so light and white with bright windows that eyes are dazzled and nerves are tired; in both cases permanent injury to the eyes is liable to result, if not to the nervous system. There are broken walls and ceilings, adding to the dustiness; and rough finished walls, every little projection a settling place for dust that slight air currents start floating again in the air children have to breathe.

Mothers have no more moral right to allow government authorities, committees or any other power to place their children in surroundings that injure their health than they have themselves to keep such surroundings. Mothers are responsible for knowing that the environment is a safe one. So are fathers. If an unhealthy one, the fact

that school authorities keep it so does not lessen parents' duty—each parent—to prevent it. All the duties of parenthood cannot be shuffled off on paid or elected officials. They must hold such officials up to the duties they are paid or elected to perform.

Mothers' clubs, better than an individual alone, can study the cleanliness of a school and "make the best of" bad floors and bad walls by a little intelligent effort and money raising. Except in the five equal suffrage States, mothers have rather helplessly to take things and make the best of them as they find them, as they have long had to do in poorly constructed and finished houses—not a bad training of the wits for bettering school conditions. Only one needs to be sure that the change is right, and does not add more details for overworked teachers to see to.

It is not a great expense to remove wall paper (wetting it first to prevent dust flying and to save the workmen from it), clean and paint the walls. Oil paints are always at hand; their application is understood everywhere. Smooth painted walls can be washed, wiped down with dry mop to remove dust; they are non-absorbent and durable. The glossiness of some paints should be avoided, for like the glossy, printed page, it is bad for the eyes. There are numerous tinted washes also, some less expensive than paint, as easily applied as paint or more so, their re-application being no more work than washing the painted walls.

Ceilings should be white, thus sending more light down to the desks; but white walls are trying to the eyes in a strong light. In sunny, bright rooms walls of pale green, a very pale grey

green, not a hard yellow green, are artistic and restful to the eyes. In north or darkish rooms pale buff or écru reflect a sunny light. It is worth while to consult some one with a fine eye for shades of color (mothers supplying the sanitary ideas), for a profound impression on good taste as well as on health is made by children's school environment. A beautiful shade costs no more than a crude one.

Whatever the colors, good school housekeepers will see that walls are kept clean and dusted as necessary, either with dry mops or with soft absorbent cloth fastened around brooms.

Decorations are also a problem in wall sanitation. Many walls in rooms of the youngest grades are more or less covered with tissue paper festoons, drawings on paper by the pupils, etc. These temporarily in place serve their immediate good purposes; but should be taken down after two weeks at most of dust deposits. It is not the taste for decorations that we wish the country to grow up to, and they soon become unsanitary.

A few good pictures, pictures with a mission, or even one, placed in good light, framed in plain, flat, natural woods, with soft finish, can be easily dusted, and, if chosen with good judgment, can be used to interest and educate children in health ideas still further. Often one sees pictures that provoke the question, "Why here?" pictures that the pupils, and sometimes teachers, know nothing about or next to nothing. They have been seen daily but with "eyes that see not."

I have wished that there could be placed in a few hundred schools a large portrait of Pasteur, with the

story of his life (that is as fascinating as a novel) in the school library, and then see what would result if mothers' clubs stimulated questions year after year about the man and his service to us all. It could be made the means of creating as high ideals of patriotism by right living as portraits and stories of Washington or Lincoln.

History and science are both more alive to children when some one or some thing "stands for" either. A portrait of Walter Scott leads from his "life story" to history and good fiction; of Maria Mitchell, to the greatness of the universe outside the earth and to the affection and possibilities in plain living and high thinking. If a picture is worth room on the walls it should be a means of education, and much study can be put in selecting one.

Windows should be washed at least three times during the school year; with water in which is a little kerosene, which is cheaper and gives an easier and more lasting clearness than sand soaps or other soaps, which after the first rain often are followed by streaks and cloudiness. These washings should come in September and December just before school opens, and in late February. The spring months invite open windows and have brighter light, so that when more than three washings are impossible, these months are safest for omission; also sunny rooms with bright light can be safely omitted for the sake of north and poorly lighted rooms, whose windows must be kept constantly clear.

Eyes are worked by tiny muscles controlled by nerves running to the brain. Just like any other muscles, if these are often strained by trying to do

their work under bad conditions they get out of order and defects of vision result; and just like other nerves, if the will forces these to work in too little light or light of a bad kind, they become exhausted and other defects of vision may result. There is a close sympathy between all parts of the nervous system, so that when the feet, for example, are tired, or the ears from listening to the racket of machinery all day, we "feel tired all over." In the same way tired eyes make children tired all over, and permanent defects in vision cause them to tire more easily, possibly to have various nervous disorders, headaches or indigestion that wearing suitable glasses will sometimes relieve; but the child is handicapped for life. This is a part of the "school fatigue" also that we have studied.

Those who damage children in this way should be punishable as are trolley-car companies or factory owners when life, limb or health is lost because suitable precautions were not taken. Neither means to do the harm.

Windows sufficiently clean to allow ample light to come through are then a factor in health. Much depends on the adjustment of shades, which must not allow direct sunlight on the desks or reflected from any light or glossy surface into the eyes. The best is had when shades pull up from the bottom, letting the light pour down from high up; but they are little used. One girl said, "They make me feel lonesome." They may produce a shut-in feeling, but this is not a good reason for giving them up.

Assurance

By LOUELLA STYLES VINCENT

Soul, 'tis *thou* hast weary grown—

The way has seemed so long,

The ascent hard—

But God is just as sure and strong

As when He first began to guard

Thy steps, and He will still sustain His own.

Eyes, look up, the Light still shines

Though ye be dimmed by tears

And may not see

His unchanged guidance down the years,

Nor measure His fidelity,

Nor read between His gracious allwise lines.

Grief-seared heart and toil-worn hand,

Hope still and trust and wait.

Reward is sure.

Our God will richly compensate.

He counts those happy who endure

And crowns the faithful ones who waiting stand.

"Good times will never happen to the next age, unless you and I put our shoulders mightily to the wheel and push our present problems higher up the hill of human progress, where the light is clearer than down here in the valley. The age ahead will have its own problems, but we in this can insure that those problems shall be of a loftier, more spiritual type than ours."—KEAYS.

The Second International Congress on the Welfare of the Child, Washington, D. C., will be held

April 25--May 2, 1911

Under Auspices of

The National Congress of Mothers and Parent-Teacher Associations.

A Plea for the Parent-Teacher Association.

Those persons who suppose the position of a teacher is an easy one, that it simply means classroom work five or six hours a day, with abundant leisure found in evenings, half-holidays and long vacations, have no conception of the real labor of the profession, nor of the solid contribution it is making to the development of the right type of American citizenship.

By chance there fell into my hands recently the following letter written by a Brooklyn school teacher to a friend who had cautioned her against overwork:

"I do not think the work I am planning for this winter will be too much for me. My music at the Brooklyn Institute will take Monday evenings from eight to nine forty-five, my Adelphia work comes on Tuesday and Friday afternoons from four to five-thirty. As I never attempt any social engagements for the five school days, I think I ought to be able to do this much without feeling any ill effects. My desire for a degree is not wholly from ambition. It is rather a preparation for the future. I have not yet reached a principalship; am only an 'assistant.' The requirement of eligibility to principal's position does not yet call for a college degree, but I imagine it will in the near future.

"As to my school orchestra, I rehearse with them every Friday afternoon from two-twenty to three o'clock. They are children who take violin lessons from private teachers, and who simply meet together and play for me. I do not attempt any instruction other than that called for by the pieces we play.

"I have always believed that idleness

is the great pitfall for our city boys, and I am willing to devote myself to anything which will give them some healthful occupation for spare hours. So my little orchestra is more for inspiration than for the accomplishment of difficult music, though I must say they do play very nicely.

"For the last three years I was in the classroom I gave much time to another work with the same object in view, the filling of idle moments. We have no shop for carpentry such as many modern schools have, so I begged my principal to get me some thin wood which the boys could work with their penknives. The Board of Education would have given knives if we had asked it, but I was not willing to worry myself with the care of them—giving them the necessary cleaning and sharpening.

"My principal doubted whether I could get each boy to bring a knife of his own; but only one refused and his mother was a school teacher. The classes were started on some little objects which brought in all the different ways of cutting, beveling, etc. Then I asked that they submit designs of their own. I wish you could have seen the cunning things they made. It was a joy to look at them. Some were useful articles, such as medicine cabinets, whisk-broom holders, boxes, etc.; others were toys, dolls' furniture and the like. I gave this work to nine classes of about thirty-five boys each week, beside teaching mathematics, English and geography. Rather a heavy program, but the object was accomplished. So high did their enthusiasm run that at three I would be besieged and begged to stay longer.

They would willingly have stayed till dark. They were allowed to take the work home, and I would receive occasional reports from parents I chanced to meet that their boys didn't care to go out on the streets at night—they would rather 'whittle.' As there was no teacher to continue this work it was dropped when I left the school, for which I—as well as the boys—was very sorry. We hope some day to have a shop."

"Tell me," said my friend at the conclusion of the letter, "can nothing be done to help a teacher like that?" Do you suppose those Brooklyn parents know how blessed they are in having such a woman interested in the welfare of their sons?"

"An occasional parent seems to have appreciated her," I suggested.

"Yes. But where are the nine times thirty-five?"

"The nine times thirty-five are not organized and that's the key to the situation. Individual parents here and there understand, no doubt, the work this young woman has been trying to do, but they have not adopted the 'get together' plan which would have given her the necessary backing and encouragement. A parent-teacher association holding monthly meetings in the school building would have rallied round that teacher, procured for her

the means to carry on her work, perhaps, even have secured from the school authorities the coveted shop, where she could adequately train her boys. Much greater things have been done by such associations. Playgrounds have been opened and equipped, pianos bought, school apparatus procured, the authorities brought to see the need of hygienic improvement, and the general morale everywhere raised by timely aid and encouragement. One is simply astonished to find that any teacher tries to do her work without such coöperation, and more surprised at the community which does not in this definite way give its aid to the school system.

"It is the established work of the National Congress of Mothers to organize these associations as a part of its corporate body. It seeks to act as a center of inspiration for making a closer union of the home and school—combining the work of parent and teacher for the ultimate welfare of the child."

"Very well," said my friend. "I will write my little teacher at once to apply to the Mothers' Congress for aid in establishing a parent-teachers' association, for, as far as I can see, there is no other way of getting for her the help and appreciation she deserves." MARY E. MUMFORD.

The future of the State and the Country depends to a great extent upon the efficiency of the schools. The school is not a burden which civilization must carry, but civilization is a treasure which the school must preserve and perpetuate.

EDWIN S. STUART,
Ex-Governor of Pennsylvania.

Industrial Education

Address of Professor Charles DeGarmo of Cornell University, before New York Branch
of the National Congress of Mothers

The Greeks gave us the idea of a liberal education for the development of personality and the perfection of the individual. The modern democratic world has found itself compelled to add the idea of a special education for the development of skill in some profession, craft or occupation. The greatest educational problem of the present is the reconciliation of these two ideals. The personality must not be neglected, yet skill must be acquired. There must be a place for technology, yet a perfected individuality is as important now as in the old city-state of the Greeks.

Why this reconciliation is necessary a glance will show. The Greeks did not feel the need of technical education, for slaves did the physical work required, and life was so simple that machinery was not demanded. A Greek costume, for instance, was constructed from two uncut rectangular pieces of cloth; a belt and a few stitches at the shoulders served to throw the whole into graceful lines and folds. A Greek freeman, therefore, needed education only for æsthetic and intellectual enjoyment and in order to fulfill his functions as a member of the ruling class. A member of a modern democratic commonwealth, however, has more duties and fewer privileges. He must earn his own living, and he must live in a densely settled community, where each must play a worthy economic part or go to the poor house.

Reason and instinct impel us to cherish our ideals of individual worth and of citizenship, yet the imperatives of our economic situation demand the technical training of every boy and girl; hence the pressing need of reconciliation of the ideals of liberal and technical education.

Two kinds of solution that have been attempted, but without pre-eminent success, may be mentioned first. We have tried reform by addition, and counter-reform by subtraction. Whenever we have heard of a good thing, such as nature-study, music, hygiene, temperance instruction, literature, drawing, manual training or domestic science, we have added it to a curriculum already occupying the whole time of the children. When multiplication of studies has led to the overburdening and distraction of the pupils, we have tried subtraction, and have cut out with grief what we added with joy. It is a modern instance of the nursery saying, "The king of France with forty thousand men marched up the hill—and then marched down again."

The dominating plan thus far has been to carry general education as far as parental and social pressure can force it up, and then to add a special training for vocation. Thus, in the university we try to get students to finish the arts course before beginning professional preparation; when most of them refuse to do this we permit them to begin their tech-

nical training in engineering, agriculture, and even law and medicine at the close of the high-school period. We are now proposing to begin vocational education when the grammar school course has been completed, at the age of fourteen. This scheme has worked better, perhaps, than that by addition or subtraction, but it has serious drawbacks, since most of the pupils who most need technical training never get any at all.

The plan for adjusting liberal and technical education which seems to have the best chance of success is not that of tandem arrangement, or reform by addition and counter-reform by subtraction, but that of reorganization, in which the two elements are suitably blended.

Before describing the principles, according to which this reorganization of the two necessary elements of a modern education can be effected, I wish to call attention to the fact that we are now breaking with an important race experience, to the detriment, I think, of our children. Throughout the history of civilized races adolescents have always performed physical work. This has been an element in the education of the children of the highest classes, and for the lower classes it has been their chief means of mental and physical development. A poor education, it may be thought, and yet in the main it has been the only one available. We must remember that in the arts and crafts, at least, it was a training in the acquisition of artistic skill, and hence not mean or debasing. But our modern city adolescents

while in school work not at all. We say to the boys, "Sit still," and to the girls, "Sit stiller!" When the Massachusetts Commission on Industrial Education reported that the years from fourteen to sixteen among the masses are lost, not only to education but mostly to productive industry, the schoolmaster has exclaimed, "So much the better, give them to me; I will make them sit for two years longer!" I submit that such an education is unnatural, contrary to race experience and hence detrimental to mind and body. If we can introduce a type of industrial work into school training that shall coördinate mind and hand in helpful ways and become always truly educational and never a mere mindless routine, then we shall have restored the wholesome effect of an important race experience, now broken, and have rendered education more useful and more attractive to the young.

The most important principle of all higher technical education is that each school shall use the fundamental sciences in accordance with its own leading purposes. Thus chemistry, which general education likes to treat as a pure science, may be applied in a variety of ways in the professional schools. In one it aids in metallurgy, in another in the analysis of soils, fertilizers, etc., while in a third it serves to promote the science of medicine. Bacteriology is applied now to the promotion of plant growth, or the prevention of plant diseases, now to the promotion of hygiene, now to an understanding of domestic processes like bread- or cheese-making, now to antiseptic surgery. The same is

true of mathematics, language, history, geography, physics, mineralogy and the rest. No institution for technical training is worthy of consideration that is not founded on a special application of the fundamental sciences. What is true of higher special education must hold, likewise, of the lower. If in the one knowledge must not be dissociated from the ends it is to serve, so likewise must it not be divorced in the other. As the universities use the fundamental studies in the training of experts in engineering, agriculture, law, medicine, teaching, and the like, so must the lower special schools for industrial education use the same studies found in corresponding cultural schools, but each specifically adapted to the leading purposes it is designed to serve. If Copernicus could make a new astronomy from the old stars by changing the points of view from earth to sun, so we can make a new curriculum from the old studies by changing the point of view from general to special education.

An illustration of how this end can be reached is found in the subject of drawing. Once drawing had no end but just the acquisition of the ability to draw. The subject had no purpose beyond itself; it ended in a *cul de sac*. Among college students, all of whom take drawing as long as it is required in the high-school, only about two per cent. have cared for or used their drawing since dropping it in school. But if drawing can point to some end beyond itself, such as the making and reading of working-drawings for the production of articles in the industries, or the de-

signs for millinery, dressmaking, decoration of clothing, implements, walls, furniture and the like, then the subject becomes instinct with life and promotes alike the development of mind and the acquisition of skill. In like manner and with like results mathematics, the natural sciences, civics, commercial geography, and language, may be adapted to this double service. As a study detached from life has small ethical value, so it never realizes its full potency as an intellectual discipline until it trains together both brain and hands, until it unites completely the culture of the mind and the acquisition of industrial technic. To this end a new set of text books must be devised in this country, as it has been in Germany. The Education Department in New York State has just perfected a plan whereby this new type of industrial education may begin in the seventh grade, or when the children are twelve years old. It is the greatest advance in educational organization since Horace Mann.

The second principle, according to which industrial education should be conducted, is that of creative productivity. The old manual training schools required the pupils to make pieces of things, rarely a whole thing. They did this because of a mistaken theory and a needless economy. The theory was that if the student learns to make pieces, like joints in cabinet work, he can, of course, make whole things when he has occasion to do so. The false economy was the fact that parts do not take much material and can easily be burned up as soon as made.

A better theory is that whole things should be made, and that all acquired knowledge and skill relating to them should be applied. In making a piece of furniture, for example, the pupil should first exhaust his skill and inventive power in designing and drawing it; he should apply his mathematical knowledge in calculating the cost of material and in measuring the dimensions of the parts; he should use acquired skill in constructing it, and should at the same time increase deftness and speed in the using of tools. In finishing, he should know the composition and function of fillers, stains, varnishes, flat varnishes, oils and wax. In short, every stage of the work should not only give scope for manual dexterity, but should challenge and exercise every element of knowledge and ingenuity that can be applied to it. Under such conditions industrial work is always a joy, never a drudgery; it combines the best cultural training with the best technical exercise; it aids materially in reconciling old and new education. As to economy, pupils will furnish much of the material needed, provided the wholes they create are of economic value and are to belong to themselves; while in making articles for the school, the community frequently effects a considerable saving by freely furnishing all the raw material needed for making chairs, tables, desks, book-cases, lathes, benches, and the like.

A third principle is that all problems in industrial work attempted by the students should rest upon a broad basis of fundamental science. Only in this way can narrowness be

avoided. Both employers and the workmen have shown conclusively that acquired skill in the use of one machine does not fit the worker for easy mastery of another. Why should a policy that has failed in the shop prove more effective in the school? A narrow line of technical skill has small economic and less educational value. Of the dozens of operations in making a shoe, which shall we teach? Of the seven hundred money-making occupations known to men and women, which shall be represented in the school? Of the two occupations for women, home-making and money-making, which shall receive the more attention? By becoming too specific, industrial education is in danger of losing its two prime objects—the acquisition of transferable skill and the training of the mind. It is *machines*, therefore, not *a machine*, that we must teach; that is, the principles of physics underlying machines; it is widely diversified practice in the use of machines that we need, not automatic efficiency in the use of one. Let the laboratory, therefore, be filled with every variety of machine used in the industries most highly considered in each community, and let the students become as familiar with their structure and use as they were with the toys in the nursery. What is true of machines is equally true of every phase of vocational training.

Modern education has tended to drift away from its ancient mooring—life itself. Intellectual exercise detached from the fulfilling of its proper functions in rendering life fuller and more interesting, loses

most of its moral and educational value, while it tends to leave undeveloped the manifold types of practical efficiency that have been most valued in the past. Industrial training which observes the three principles explained above, puts the children into touch with the real world, awakens their interest and ambitions and rapidly develops their power. It unites again what should never have been separated, the train-

ing of the mind and that of eye and hand; it furnishes vivid and vital interests, instead of dead or perfunctory ones. Such a union of technology and culture restores wholeness to education, for not only are applied sciences more moral than pure sciences, but they are more life-giving, and fuller of those stimuli that best lead youth to exert its powers and to fulfill its real functions in the world.

On the Teaching of Religion to Children

By WILLIAM DANKS

The first principle to lay down with regard to the religious education of the young is surely this, that it does not consist in learning anything out of a book. Bible and Catechism may be committed to memory and repeated by rote without so much as being related to the things of the spirit. Words, even Bible words, are not in themselves food for the soul, but only the vehicles in which that food may or may not be conveyed.

There is but one hand which can fill those empty vessels with spiritual nourishment, and that is the hand of love. No child can be taught religion except by a person who loves religion, and who also loves the child. In short, the right religious teacher of children is the father or the mother; and the mother first. No school, however good, can in this matter supersede the teaching function of home. No attempt to foist the responsibility upon day or Sunday-schools can end otherwise than in calamity.

Religion taught in class will very rarely steal to the heart and filter to

the soul like religion taught at the fireside by a wise mother or father. School religion lacks personal application, personal influence, personal charm, even when well taught; when taught as routine it ceases to be religion at all. The fury with which rival denominations have contended about the shell or husk of religious education presents a curious contrast with the apathy concerning its kernel or essence at home.

Mothers of intractable children are reduced to despair by the constant recurrence of the tempers and faults. What they do not realize is that their work on the child's spirit is as slow and imperceptible as the building of a coral reef, but when once accomplished it becomes part of the everlasting rock. It is the business of parents to be patient, and strong, and loving, till they have become to those wayward little hearts ideals, incarnations of the divine.

When parents have thus won the worship of their children—surely an easy thing to do, with right parents and right children—when personal

influence and example have laid the foundation broad and deep, then will come with real, unspeakable, life-long result, the power of direct verbal teaching, book in hand if you wish, to build the superstructure. The power of such teaching will always be strictly limited by the character of the teacher. Hypocrites cannot teach religion to children, though they sometimes can to grown-up persons. The shallow, conventional, unconsciously insincere person, if he is fluent and something of an actor, can influence men and women, can impose upon them for their good at times; but he is impotent before the clear gaze of childhood. It is useless for parents whose whole life is one long push for money and position to try to teach young people. Bible in hand, the laws of self-sacrifice and spiritual life. The thing is not to be done. It is the most obvious cant (and children hate cant) for such people to read aloud that "he only is advancing in life whose heart is getting softer, whose blood warmer, whose brain quicker, whose spirit is entering into living peace." It is useless for parents who are wordly or self-indulgent to tell their children that it is more blessed to give than to receive, or that the pure in heart shall see God.

Above all teach them to pray. Not to ask foolish and selfish petitions, and to expect boons which you will not be granted, but to pour out their little hearts before their unseen Father, and ask Him for courage and patience and guidance to do right. Teach them the child's use of the Lord's Prayer, and how He who taught us to pray never asked anything for Himself without adding, "Not My will, but Thine be done." Teach them how He, like us, learned to pray at His mother's knee, and afterwards learned the fullness of obedience by the things He suffered.

Teach them how He has comforted you in your own sorrows and helped you in your temptations. Teach them how that we are all little children in His sight, big and little, old and young, wise and foolish; and how when your time is come, you trust to lie down under the shelter of His wings, and be carried by angels unto the Home where He gathers all His children of every age and land. Teach them that the true revelation of God is the Man round whom gathered the merry brown children of old, and who folded them in His arms because He loved them. So shall their love of you be transmitted into the love of Christ, and the love of Christ shall be in them the love of God.

FAITH

The road winds up the hill to meet the height:
Beyond the locust hedge it curves from sight;
And yet no man would foolishly contend
That where he sees it not it makes an end.

EMMA N. CARLETON.

Preparing the Child for School

By ANNIE HOFFARTH

A niece of mine visited me this fall who has two children, respectively two and four years old. The little boy of two is frail, having been sick all the first year of his life, and the mother has to exercise great care and watchfulness over his health all the time.

In speaking of the children she remarked that she did not intend to send them to school until the boy was at least seven years of age, and as she lives three miles from the school-house it would be too far to send the girl alone. So she would not send the girl to school until both could go, but would teach them at home in the meanwhile.

With our compulsory school law in force, she will not be allowed to keep the children out of school after they have reached school age—unless she might get a certificate from their family physician to the effect that the boy was not physically able to attend school until more robust.

Practically all public school teachers will tell you that they would prefer that a child had never been taught at home (in the text-books), as the average parent is not qualified to teach, and uses incorrect methods, which do more harm than good. The teacher has to help the child first to unlearn what has been taught before he or she can proceed to teach the child according to modern methods, and it is much harder to unlearn wrong teaching than to teach at first hand.

It would seem that if the right methods were employed a child could be prepared at home for entering

school, in a way that would prove helpful to both teacher and pupil alike. At least I should try it, if the child were placed in my care, and I am suggesting some of the methods I would use, to the mother of these children, and hope our parents and teachers will discuss the subject from both the parents' and teachers' point of view.

First, she can teach the children to take proper care of books; so many mothers allow the child to destroy any and all books that chance to fall into its hands up to the time it starts into school.

As she is fond of reading, she can borrow some of the Nature Study books found in all our school libraries now, and by reading them can be prepared to tell the children interesting stories about wasps, flies, squirrels, etc., supplementing what she gathers from the books with her own personal observation from the book of Nature.

Instead of making the children Christmas presents of dolls and toy-pistols or Teddy bears, I shall give each one a Scrap-Book made up of Perry pictures, which will be a source of delight, and at the same time will teach them something useful.

The first book will contain Bird Pictures, colored true to life, for the girl, and one containing animals, such as the squirrel, opossum, chipmunk and other wild game for the boy. As they grow older other books will be given; one for the boy with the larger animals, as the elephant, camel and bear, and for the girl a book showing

the plants of coffee, tea, nutmeg, ginger and other everyday articles.

A few cents invested in stencils, blank paper and pencils will provide them with material for many hours of pleasure, as all children delight in using a pencil and paper; even when quite small.

The stencil resembles the stamping patterns used in embroidery, and outlines States, continents, flowers, animals, fruits and many other things. The stencil is placed on the blank paper, a blue powder dusted over it, which outlines the drawing ready for the child to finish with the pencil, and teaches the child the shape, outline, etc., of maps in the form of play.

The Perry pictures will be pasted in an ordinary composition book with board cover, a page being left blank opposite each picture. When the children have learned to draw a creditable map, by the use of their stencils, their mother can assist them in past-

ing a map of the country opposite the picture of some animal common to that country.

The child can be taught the name of the country which the map represents just as readily as he can be taught to recognize and name the picture of a bear, elephant or other animal which it has never seen. One bright little tot of two, whose mother and sister were great readers, would pick up a magazine and point out and name an automobile, bicycle, go-cart and many other things which she only knew by the picture. The maps could be taught the same way.

In this way children would have a good foundation for geography and language lessons, before they ever learned to read, and it would also teach them the habit of observation; it would also teach them to concentrate attention upon the lessons and recitations.

Kindergarten News

Kindergartens in Texas

We hear much said, during the last few years, of the new ideal of education. This ideal has been in operation in the kindergarten for many years, but has only recently been recognized by the educators and psychologists as being based on the principle which they are seeking to establish. They now commend its method and its spirit to the schools, and Texas superintendents are now putting kindergartens into our public schools as rapidly as possible.

There are, at present, seven kindergartens in the Fort Worth public

schools, and more will be installed as early as possible. The kindergartens were all taken into the public school in September, 1909. The kindergarten cause in Fort Worth is certainly on the up grade.

The Dallas Free Kindergarten Training School is entering on its ninth year of useful work. It includes three free kindergartens, all largely attended, one kindergarten in a public school building, but not connected with the school, Mothers' Clubs, a large training school for young ladies, located at Neighbor-

hood House, also a playground at same place.

The San Antonio Kindergarten Association last year conducted a training school for kindergartners, settlement work, and five free kindergartens, with an enrollment of 300 children. This year the Association has the good fortune of having Miss Elizabeth Harrison, principal of the Chicago Kindergarten College, as supervisor of the kindergarten and settlement work. The training school is under Miss Harrison's direction and management, and is conducted independently of the Association. This Association is also doing considerable settlement work.

Now, from this report from only three cities, we get some idea of the

hold which the kindergarten cause has taken in Texas. No doubt Galveston, Houston, Denton and El Paso would show equal progress along kindergarten lines, and we regret exceedingly being unable to incorporate their work in this report.

The kindergarten is the one step connecting the home and the school, and we are learning that we have no right to deprive any child of that step, thereby leaving out many important stones in the foundation on which he will build his future life and character. For every child to be thus provided, our public schools must take up the charge.

MARGARET G. GRABILL,
Chairman Kindergarten Department,
Texas Congress of Mothers.

Does Kindergarten Training Aid the Child's School Work?

"In 1903, when the practical value of the kindergarten was receiving some discussion in his city, Superintendent H. D. Hervey, of Pawtucket, R. I., went systematically to work to ascertain what the effect of kindergarten training was upon the promotion of first-grade children. I quote the following facts from his report: 'Sixty per cent. of the children entering school under 5 years and 3 months without kindergarten training failed of promotion at the end of the year; while 35 per cent. of the children entering at the same age with kindergarten training failed of promotion; 39 per cent. of those entering between 5 years and 3 months and 6 years without kin-

dergarten training failed, while only 16 per cent. entering at the same age with the training failed. Of children 6 years and over, entering without the kindergarten training, 21 per cent. failed; while only 10 per cent. of those of corresponding age with kindergarten training failed. From these figures,' Mr. Hervey concludes, 'two facts seem to stand out clearly: 1. That kindergarten training does prepare a child for the work of the first grade; and 2. That the average child under 6 years is not ready for primary school work.'

"It is difficult to get some parents to understand the wisdom of postponing the beginnings of the more

formal school studies until after six years. They are anxious for the child to 'be getting along,' to 'begin to learn something,' as they often express it. But one colored mother in Boston showed rare discrimination, when she said to the kindergarten calling on her, 'Yes, I likes to have my boy go to kindergarten; it helps him to get hold of his mind, so that when his studies come down on him, he'll have more patience to bear 'em.' Her expression might be improved, but not her intuitive understanding.

"Miss Sarah Louise Arnold said, when she was supervisor of primary schools in Boston, a few years ago, 'As a matter of fact, the children who have had the full kindergarten training advance much more rapidly than do the children who come to the primary room without such training. In certain schools the kindergarten children have been separated from the other children entering the first grade, and have been taught by teachers who understood the work of the kindergarten. In almost every instance these classes have completed the primary course in two years instead of three.'"—From "The Relation of the Kindergarten to the Public School System."—Caroline D. Aborn, Boston, Mass.

In Philadelphia, desiring to test

this point, a teacher in the Normal School examined the books of a large public school, where, at entrance, it was recorded whether or not the children had previously been to kindergarten. On comparing the names and ages of the children at entrance with those in the second and third grades, she found that, without exception, the children who had been through the kindergarten were from eight months to a year younger in the grade they had reached than those who were not kindergarten children.

These children were graded a, b, c, as to ability, in each room. The kindergarten did not, and could not, change the mental endowment the child had received at birth. The clever child still remained in advance, but even the dull ones were further on in school work than the others also rated low in ability, but who had not been to kindergarten. Of course, there is a difference in kindergartners. A slipshod, ill-trained teacher will not do much for her children in any grade, but there is good evidence to prove that, given a fair chance, the kindergarten child can do better work and go on faster than one without this advantage.—Issued by National Association for the Promotion of Kindergarten Education, No. 1 Madison avenue, New York City.

In Delaware a very great effort is being made to improve antiquated laws relating to school conditions and a few kindergartners in Wilmington, Del., are trying to bring the kinder-

garten forward among other means of progress in education. The co-operation in this work of members of the Mothers' Congress would probably help it much.

The National Congress of Mothers—Founders' Day

(Please read this at your meeting.)

The National Congress of Mothers has appointed February 17 as the day to be honored as Founders' Day by every organization belonging to the National Congress of Mothers.

It was on that day in 1897 that the First National Congress of Mothers met in Washington by invitation of its co-founders, Mrs. Theodore W. Birney and Mrs. Phoebe W. Hearst, who had worked together for months in preparing for the Congress which was to bring together the mothers of a nation to consider the welfare of the children and how to promote it.

Mrs. Theodore W. Birney was a native of Georgia. She was the wife of a prominent lawyer of Washington and the mother of three little girls. Her earnest desire to be a mother in the highest sense, her deep sympathy and love for all children, led her to feel most deeply the wrongs of childhood often committed by those who were really devoted to them, but who had no comprehension of childhood.

She felt that mothers should take into their keeping the children of the world, that they should raise the standards of parenthood and assume their great responsibility with intelligence as well as love. It was to inspire them with that purpose that she desired the mothers to organize. She knew of Mrs. Phoebe A. Hearst's deep love for children, and she found a kindred spirit when she laid before her the plan for a Mothers' Congress. Mrs. Hearst was the wife of California's leading senator. She had endowed many kindergarten classes for poor children, established kindergarten

training classes and working girls' clubs both in California and Washington. She threw herself with heart and soul and means into the organization of the National Congress of Mothers.

It was in her beautiful home that most of the preliminary meetings were held, and all the expense of the first two congresses were met by her. Mrs. Birney in speaking of Mrs. Hearst said: "That this Congress (which we all feel must mark an epoch in the individual lives of those at least who attend) has been possible, is due to the noble generosity of a woman whose intellectual grasp of humanity's greatest needs has numbered her for many years among America's truest philanthropists."

Together to-day the Congress of Mothers places these two women as its honored, dearly loved and revered founders. The seed planted then has spread throughout America and to many other lands, yet each hour places the crown of motherhood on the brows of thousands of new mothers who know not of this great Congress, which to carry out its mission must enlist mothers everywhere, young mothers, grandmothers, too, and those who have the mother heart, though they may not be blessed with children of their own.

The National Congress of Mothers was the pioneer organization in America in studying and promoting child welfare, and it to-day stands at the very heart of all child welfare organizations because without the mother no real betterment can be secured to children. Mothers hold the key to life, to health, to mental and moral growth.

Yet how many there are who hold the key yet never unlock the door of opportunity to the children!

How long shall the Congress of Mothers in its divinely appointed mission stand and knock before the motherhood of America recognizes the call and unites as an army of peace and love to guard and guide His little ones? This question is to you who read these lines, for it is the work of devoted, consecrated women who have labored without money and without price that to-day the Congress counts its members by thousands.

Rest not satisfied. It is for service to motherhood and to childhood that you have enlisted. The National Congress of Mothers to-day asks each member to contribute ten cents or more if she can do so to carry out the request of the first Executive Board, viz.: "We ask our officers to continue national headquarters at Washington, D. C. That in order to promote permanent organization and preserve the national character of this movement, the National Congress of Mothers meet every other year at the nation's capital, Washington, D. C., the intermediate Congresses to be held at such places as may be hereafter designated."

The national office of the Congress is at 806 Loan and Trust Building, the same building in which the Congress first located. From there go loan papers on child-nurture to parents' circles, as well as pamphlets, letters and literature all over the world. The contributions for Founders' Day will be used to support the national office, which we hope may some day have a building all its own, devoted to motherhood and child welfare. It is a Parents' National Educational Bu-

reau, working with Government co-operation to give every child the opportunity that will develop his best possibilities. The beginning is made. It rests with those who have the means to make it possible to develop the most vital educational movement that has been organized in America.

By resolution of the first Congress it was stated "that the Mothers' Congress has made manifest the earnest desire and determination of the women of our land and elsewhere to give the children committed to their care the advantages of pure thought and high endeavor; therefore, believing that law is love and that love is the highest expression of God, and hence the ruling power of the universe, and that its perversion and prostitution is the sole source of evil, we exhort all mothers to a closer walk with God, by whose nurture and admonition our children must be brought up if life is ever to be worth living."

Mrs. Birney in her first address to the Congress said:

Doubtless each one present has some idea, more or less definite, as to the general object of the Congress, but still the question is repeated, What and how do we expect to accomplish it?

To answer this and kindred questions briefly and clearly, and at the same time to impress you fully with what we deem to be the importance of this work, shall be my purpose this morning.

First, then, as to our object: The age in which we live is, as every one knows, an age of "movements"—it is a time of specialized work and of organized effort. Every conceivable interest has been the subject of attention, of inquiry, and often of organization.

It has therefore seemed to us good and fitting that the highest and holiest of all missions—motherhood—the family interest upon which rests the entire superstructure of human life—and the element which may indeed be designated as the foundation of the entire social fabric, should now be the subject of our earnest and reverent consideration. I refer to what is called child study—that broad, deep theme, most worthy, in all its varying phases, of our study and attention, because the fundamental one.

This is a time known pre-eminently in the history of the world as "woman's era." Much has been said and written in these latter days about woman's higher education and her extended opportunities, so much that we have failed to hear the small voice appealing to us in behalf of childhood; yet how, I ask, can we divorce the woman question from the child question? Is not the one the natural, logical corollary of the other? Let us then consider for a moment some of the needs of childhood.

There is good literature, many books and articles pertaining to child culture and kindred topics, pre-eminent among them the thoughts given to us by that friend and benefactor, the great and good Froebel. When a mother in her own home applies what she may learn from these books, reverently studying the threefold nature of the immortal being committed to her care, she will acquire the truest, finest culture the world can offer, and then knowledge will be added to love, mother-patience, and gentleness—attributes which transcend all learning.

It is because most women have not had the knowledge and training which would enable them to evolve the beau-

tiful possibilities of home life that they have in many instances found that sphere narrow and monotonous.

Is it probable that a boy of twelve, who has had the ideal life of the kindergarten, followed by a course of instruction in which the proper development of the child's nature was made equally important with mathematics, would be a terror to his home? Would he fill his little sister's heart with truly maternal anguish by pretending to torture her doll or drive his little brother to tears and angry words by persistent teasing? "Trifles," people say; but these habits are no trifles in the building of character. All too soon the plastic period of childhood is over, and, too often, alas! health, strength of physique, and strength and sweetness of character are sacrificed to indifference in training and education if character building has been subordinated to the so-called cultivation of the mind.

How strangely the world has worked! How at variance with all natural law! For every kindergarten there are a hundred, nay, a thousand prisons, jails, reformatories, asylums, and hospitals. And yet society cries out that there is need for more of these. Are we blind that we fail, as a nation, a State, and as individuals, to recognize the incontrovertible fact that such demand will never cease until we cut off the supply? And does it not behoove us to work with a will and together, that the little ones of to-day may not require such training as civilization offers through its police and courts of law in place of the kindergarten schools.

Let us have no more croaking as to what *cannot* be done; let us see what

can be done, and, above all, see that it is done.

This is in no sense a sex movement, nor has the appeal to take up this child culture and kindred topics been made to mothers alone. Men have a thousand imperative outside interests and pursuits, while Nature has set her seal upon woman as the caretaker of the child; therefore it is natural that woman should lead in awakening mankind to a sense of the responsibility resting upon the race to provide each new-born soul with an environment which will foster its highest development.

The mental attitude of the world to-day is one of receptivity; never before were people so willing to accept new thought from all sources. It has been truly said, "To cure was the voice of the past; to prevent, the divine whisper of to-day."

May the whisper grow into a mighty shout throughout the land until all mankind takes it up as the battle cry for the closing years of the century. Let mothers, fathers, nurses, educators, ministers, legislators, and, mightiest of all in its swift, far-reaching influence, the press, make the child the watchword and word of the day and hour; let all else be secondary, and coming generations will behold a new world and a new people.

Untiring, universal, individual effort, with such organization only as may prove helpful, will build a bridge upon which struggling humanity may safely cross into a new land, leaving forever the old, with its unending reformatory movements, its shattered homes; and the keystone of that bridge will be maternal love, while in that fair domain the splendid edifice of the

new civilization will bear the cornerstone of home.

Then followed Mrs. Mary Lowe Dickinson, President of the National Council of Women, New York City, from whose address are these excerpts:

It is the mother heart that has shown itself in the unprecedented growth of philanthropic movements, in the vigorous grip now being felt upon the problem of poverty and pauperism, in the loving sympathy with sickness and suffering, and in its recognition of the starving and blunted æsthetic tastes of the masses. It is that spirit that is answering to the cry of the womanhood and childhood of other lands by thousands of tender voices and myriads of helping hands. And do we ask more when it has already made women the foster-mothers of every moral movement of our time? Yes, more; and if this new society justifies its right to be, we shall see a day when the outstretched hands of mothers shall make an orphanage for the whole world's childhood, and their beating hearts will form a bulwark against every tide of evil that, threatening, dares to creep to the threshold of our homes. This being true, no cloud of prejudice or precedent should hold back our eyes from the vision, or our hearts from bidding this new organization Godspeed. It is no child's play which has been undertaken.

In considering questions that touch the welfare of the race, the mind naturally dwells upon those that emanate from the spirit and action of men; the world looks at manhood for the destruction of its evil and for the salvation and development of its good. Behind the everlasting principles of righteousness with which we see

our life permeated stands the living man. Behind the man, the environment, the history, the tradition, the circumstances, the education, the comradeship and experience of youth. Behind all these are the influences of childhood, motherhood, and the home. Behind the home and child stands the mother. Here we are at the secret and heart of humanity. Now we know the beginnings of manhood. Mental scientists tell us that the mind receives more impressions in the first few years of childhood than in all the after years of life. During this earlier period the mother has her boy. Soon enough the world takes him, but it is her voice and her eye and her touch that are upon his mind and heart during these formative stages of being. In after years he may drag the chain of her words and her tender care and her love and her prayers through the dust and mire of every degradation, but he cannot break all these links. Soon or late he will feel them tugging at his heart and drawing him childward and Godward. The man may hold the destiny of the nation in his hands, but the mother holds the destiny of the man.

Coöperation is the watchword of the century. Not all old sayings are true, nor are the oldest sayings the truest, but there is both ripeness of years and power of truth in the common adage that "In union there is strength." Women are proving it by combination for the moral welfare of the young, for home protection, for supremacy of spiritual influences—for whatever, in short, arouses their sympathies, stimulates their aspirations, or offers a prize to their hopes.

With men the power of coöperation is felt primarily in outward and maternal things; with women, in inward and spiritual concerns. Men unite in enterprise with other men who can supply the necessary capital; women with other women who can supply the necessary sympathy, and the energies to produce practical results are required by both.

Concerning the influence of motherhood, we often hear it quoted that "the hand that rocks the cradle is the hand that rules the world."

The truth of the saying would be more impressive if the world to be ruled in each generation were the world that is in its infancy. At that stage rocking and ruling are synonymous, for the soothing that keeps the subject sleeping is giving it its best chance to grow. Later on it is not soothing and sleeping that are needed, but everything to waken faculties, to guide tendencies, to check the lower, to develop the higher nature.

The mother, to remain the ruler, must also be the leader. The impatient march of young and eager feet will not keep time to the strains of lullaby. The hand that tenderly, through fretful days and wakeful nights, kept her kingdom in the slumber of peace must be able to grasp new scepters if she would rule the new world, that would not be kept in its cradle, however sweet her song.

In this new day of earnest study, when we, too, are being shown "the kingdoms of the world and all the glory of them," the mother's kingdom, whose beauty and power have rarely been measured or displayed, is claiming its due of attention and thought.

Science, education, art, social life,

philanthropy, economics, have each their kingdom and their rulers and their laws. Motherhood, that underlies and overshadows all, has been the most neglected of them all. It is time that they who enter its sacred borders knew the greatness of their inheritance, the glory of its possibilities.

To know her child's real inward life, his inherited tendencies, tastes, habits, temperament, temptations, aspirations, as she knows the outward facts of his existence, is not only the mother's sacred privilege, but her high obligation—to know herself in order that she may know her child, and the measure of her self-knowledge is the measure of her sense of responsibility. If you doubt that statement, that mothers will accept responsibility and opportunities up to the limit of their knowledge, try to enlist women in hearty coöperation in noble work for humanity. You may find possible failure to appreciate either the wide extent, the profound importance, or the exalted possibilities of your plan. You may find lack of experience, no adequate apprehension of true conditions of need and supply, mistaken views as to methods of work, misguided, impulsive, and ill-considered action; but rarely, if ever, will you find resistance to sincere conviction or withdrawal from manifest right.

Yet history and observation and experience have taught mothers a few facts. They saw on every hand evils that threatened the nobility and purity of their boys, and they have learned the fact that no government ever rouses itself to restrain an evil, to correct a wrong, or to restore a right until driven to do so by the demand of the people.

Another significant fact is this, that the people will never make an effective demand for reform along any line until to the majorities the need of change is apparent.

Another fact is that the need of reform can only be made apparent to the many by the investigation of truth and the dissemination of knowledge on the part of a few.

And another fact is that the few rarely, if ever, begin to investigate evils or to disseminate truth concerning them until they have grown to the proportions of gigantic wrongs.

When a national evil becomes a national disgrace, we women speak of it as a burning shame. That ought to mean that the iniquity, which alone makes the shame of things, is under the power of a consuming or refining fire, and that sooner or later it will be purified or it will be destroyed. Such a fire may fail to bring us to sackcloth and ashes, but a burning thing emits light and shows depths of misery and guilt such as at another stage of iniquity would never have been revealed.

As down through the centuries one wrong after another has moved on into this catalogue of burning shames, there has always been found a few brave mothers to stand beside the men who were servants of their country and lovers of their kind and to light their torches in the burning, and to go forth bearing their light into the world.

So, when evils crept in that defiled and polluted religion, there were goodly mothers among the promoters of the Reformation. So, when British tyranny threatened colonial liberty, there were mothers among the promoters of the Revolution. So, when

illiteracy has seemed to blunt and paralyze the power of the people, mothers have stood among the fathers as evangels of education. So, when the tide of intemperance rises till it sweeps across our thresholds and threatens the children in the cradles, mothers are first among the pioneers of protection.

Over and over again in the course of our national existence has the same fact reappeared. We never grapple with beginnings. As a people, we never put forth our strength against evils when they are small. We feel ourselves to be a nation young and strong, and, like David, we are not going to the brook for smooth stones for any but a giant worthy of our sling. Not a serpent that has ever stung us, corrupting our national life with its poisonous touch, but could have been crushed in its infancy—even if men had thought it beneath their notice—by the lifting of the woman's heel.

And in that final clause we have the alphabet, from which may be spelled the story of our country's future weal. Let the present wrongs and evils result as they may. Let them grow to be even greater than they are. If each American mother can rear her boy to see the giants in all their hideousness, and to feel that he is to be the hero that is to help to overcome them one by one—if she can help him choose the smooth pebbles of truth that the current of swift-running events will always supply, teach him to hold the sling of courage with steady hand, then we shall have a foundation that would make the mother's kingdom ever after sure. They will meet the obligation.

Let the opinion that possibly a mother's temper, spirit, degree of cultivation of mind and manner, her thoughts, prayers, loves, may influence her child give way to the conviction that they do and must inevitably shape it for evil or for good, and we have given woman the strongest incentive to cultivate in her own character "whatsoever things are true and lovely and of good report." What surer death to envy, vanity, malice, meanness, fretfulness, and all the horrible brood of passions that nest out of sight in many a woman's life than to know that the whole black-winged flock will make home in the white soul of her child?

How much of the hardness of heart, think you, in the manhood of to-day, how much of the slimy sinuosity of our political life, how much of the wriggling inconsistency of character that marks life in high places, how much of the hiss and sting that awaits the highest endeavor and the noblest aspirations are due to the fact of a persistent diet of serpents and of stones?

What, then, would we have? First, that women, mothers especially, who are becoming students of everything else under the sun, become students of childhood and students of every system, scheme, plan, and practice for the development of the body, mind, and character of the child; not that the students of to-day shall make good mothers, but that the mothers of to-day shall make good students. It is the one thing of universal interest to the present, of universal importance to the future of the individual, of the nation, that the women of to-day accept, as their divine responsibility, the childhood of to-day.

I am not unmindful of the objections that arise to the mind already accustomed to the idea of letting their own grow up and out and away into a life the mother can but share through her affections and her prayers.

There is no time, we say; but there is time for the Shakespeare and Browning clubs, and the social world and the missionary society, and the Daughters of the Revolution, and the household, and the father of the children. Yet how the flavor of it all turns to ashes on the lips when the boy—*our* boy—belongs to the world or to wine, or to the life that is not life but death, and is no more our own! In the bitterness of such hours mothers speak the truth, if the anguish is not so deep that they can not speak at all: "No one knew him as I knew him. He ought to have had this influence and that guidance to help along the way."

And that utterance is the very truth of God concerning the motherhood and childhood of to-day. No one knows them as we know them, and no one should and no one can; and, knowing through our hearts what they are and what they need, it is for us so to strengthen the life of knowledge and of thought that we shall walk beside them all the way, and to study to strengthen all influences that may avail for their good, that the true education may result in such citizens and patriots, such men and women as we shall be proud to call our daughters and our sons.

The childhood of the land is in the hands of the mothers. The father's own life is too absorbing to allow much training in principles or practice during the formative years. Multitudes of good men so trust the

good women who are their wives that they leave their boys almost entirely to their guidance until they are young men.

Said a man of prominence: "My wife has it all her own way with our boys. She can shape them as she will. If they come out with their mother's principles and their father's politics, they will be all right for this world and the next."

And yet the pitiful fact was that the mother's principles and the father's politics were as wide apart as righteousness and sin; and another more pitiful fact was that that good mother could safely be trusted by her husband with her boys, for she did not know there was this difference, and she never would find it out.

Do you remember the following lines written by a poet to a woman?

The bravest battle that ever was fought,
Shall I tell you where and when?
On the map of the world you will find
it not—

It was fought by the mothers of men.

Not with cannon or battle shot,
With sword or mightier pen;
Not with wonderful word or thought
From the lips of eloquent men.

But deep in some patient woman's heart,
A woman who could not yield,
But silently, cheerfully bore her part,
Aye, there is the battlefield.

No marshaling troop, no bivouac song,
No banners to flaunt and wave,
But, oh, their battles, they last so long—
From the cradle e'en to the grave.

O woman, white in a world of shame,
With splendid and silent scorn,
Go back to God as white as you came,
The noblest warrior born.

No one of us questions that it is the first duty of every woman soul—or, I should say, every human soul—to "go back to God as white as it came."

"The noblest warrior born." Yes, but the glory of her warfare is neither her splendor nor her scorn. She who

makes that march homeward, even with feet that falter, with hands outstretched to help the weaker, and even the defeated, who are often the majority on every moral battlefield, with the gentle and gracious mien that bids the disheartened struggler to come up higher with touch of tenderness and word of pity and heart of grace—she is the warrior who should wear the poet's crown, for she not only goes back to God as white as she came, but she bears in her arms and on her heart the little ones of God, and shrinks from neither wound nor stain so that these whom He has given her may be presented faultless in the day when He makes up His jewels. Will she go back to God as white as she came while the little children plead? Not if she goes alone.

As I went about that wonderful White City during the Columbian Exposition, and saw it shining at night with the purple and rose tint and gold, I said softly to myself, "We women have it in our power to make a white city, whose foundations shall be laid, deep down in women's and children's hearts, of the everlasting principles of truth and justice, on which our next four centuries of prosperity must rest." It will be literally a "city not made with hands." The stones of its

buildings will be the white thoughts of white-hearted women. It will be a city that shall grow some times with the rose tints of our hope for the race, with the golden glow of our purposes for good, and may be by and by with the purple of our honest pride in the good that we have wrought.

The material for such a city has long been lying in the hearts and brains of America's women. If we are wise enough to choose and brave enough to build, and true enough to keep our work white and clean from all touch of ignoble things, we may have by and by, as an outgrowth of our nation's birthday festival, a "city that hath no need of the sun," a structure of character and life and glorious work, of which that White City was but an evanescent prophecy and a dream.

Standing on the threshold of this new movement, remembering, as we all ought to remember, that noble lover of little children who gave her life in mistaken martyrdom of motherhood, I feel the solemnity of this occasion, and as if we had been called to lay here and now the corner stone of our White City, never for one moment forgetting that we work not single-handed, for "the builder and maker is God."

A Hero

He sang of joy; whate'er he knew of sadness
He kept for his own heart's peculiar share;
So well he sang, the world imagined gladness
To be sole tenant there.

For dreams were his, and in the dawn's fair shining
His spirit soared beyond the mounting lark;
But from his lips no accent of repining
Fell when the days grew dark.

And though contending long dread Fate to master,
He failed at last her enmity to cheat;
He turned with such a smile to face disaster
That he sublimed defeat.

—FLORENCE EARLE COATES.

Prevention of Blindness

OPHTHALMIA NEONATORUM

It is an astounding fact, one not generally known, that one-quarter of all the blind children in all the blind schools of this country are unnecessarily blind.

These children have been doomed to lifelong darkness because at the time of their birth their eyes were not properly washed and treated by the attending physician or midwife.

There is no excuse for such negligence. On the part of the physician it is due to carelessness; on the part of the midwife to carelessness or ignorance.

The disease is known as Ophthalmia Neonatorum, or Ophthalmia of the New-born, or Infant Ophthalmia. It is an infectious disease, appearing at the time of birth, easily preventable if precautionary measures are taken at once, or within a few hours after birth; curable, if when it develops skilled medical treatment can be secured quickly; fatal to sight if prompt preventive and curative measures are not taken, and ending in total blindness through the destruction of the eyeballs.

In the year 1906 there were 183,012 registered births in the State of New York, the disease appearing, as estimated, in one out of every 200 of these births—evidence of the alarming prevalence of the disease.

In 1881, Prof. Crede, of Leipsic, Director of the Maternity Hospital connected with the University, announced the important discovery that a 2 per cent. solution of nitrate of silver dropped, a single drop, into each eye of a new-born in-

fant, would destroy the germs of Ophthalmia Neonatorum where these existed, and would not injure the sight of healthy eyes. Crede's figures show surprising results. In 1880, just before and just after the application of his newly discovered preventive measure, the percentage of Ophthalmia fell from 7.4 per cent. (14 cases out of 187 births) to 0.5 per cent. (one case out of 200 births—and in this one case the disinfectant had not been used). Later he reports that out of 1,160 births during the three years, 1880-1883, but one case of infant ophthalmia had developed—possibly two.

The value of this great discovery is now a fact accepted by all physicians. All obstetricians, all physicians of standing, now use nitrate of silver, or derivatives of the silver salts, in confinement cases, for the eyes of the new-born infant. It is regarded by them as a matter of course, as part of their routine practice—and many a physician who reads this paper will be as much surprised and horrified at the statement with which it opens as is the unscientific layman. Such neglect and ignorance are to them inconceivable and inexcusable.

The official census of the blind for the State of New York, taken in 1906, gives a total of 6,200 blind persons in the State. Of these, the cases of preventable blindness number 1,984, or 32 per cent. of the whole. And, of these preventable cases, there are 620 classified as blindness caused by Ophthalmia Neonatorum, or 10 per cent. of the whole number of blind persons in the State of New York.

This means that to-day there are over 620 blind persons in this State who would never have been blind had a harmless preparation been put into their eyes when they were born.

It means that many who have spent their lives in darkness, distress, often despair, need not have been so afflicted; that children who have never known what it is to run about in the sunshine, to see birds, and flowers, and grass and trees, to look into the faces of father and mother, might have *seen*, might have had the clear, bright eyes of other merry active children had it

not been for somebody's carelessness on the day that they were born.

Every Mothers' Circle will be interested to know that through the generosity of Mrs. Russell Sage valuable bulletins have been published and a set of forty-two lantern slides has been prepared. These slides may be borrowed by organized clubs, societies or committees for illustrating lectures on ophthalmia neonatorum by communicating with the Executive Secretary, Room 50, 289 Fourth Ave., New York City. This offer should be accepted and Prevention of Blindness put on the programme once during the year.

Kipling's New Poem

VERSES BY THE ENGLISH AUTHOR GLORIFY STRENGTH OF
CHARACTER

Rudyard Kipling has a new poem in the October "American Magazine" which he entitles "If." It follows:

"If you can keep your head when all about you

Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,

But make allowances for their doubting, too;

If you can wait and not be tired by waiting,
Or being lied about don't deal in lies,

Or being hated don't give away to hating,
And yet don't look too good, nor talk too wise;

"If you can dream—and not make dreams your master;

If you can think—and not make thoughts your aim;

If you can meet with triumph and disaster
And treat those two imposters just the same;

If you can bear to hear the truth you've spoken

Twisted by knaves to make a trap for fools,

Or watch the things you gave your life to broken,

And stoop and build 'em up with wornout tools;

"If you can make one heap of all your winnings

And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings

And never breathe a word about your loss;
If you can force your heart and nerve and sinew

To serve your turn long after they are gone,

And so hold on when there is nothing in you

Except the will which says to them
'Hold on!'

"If you can talk with crowds and keep your virtue,

Or walk with kings—nor lose the common touch;

If neither foes nor loving friends can hurt you,

If all men count with you, but none too much;

If you can fill the unforgiving minute
With sixty seconds' worth of distance run,

Yours is the earth and everything that's in it,

And—which is more—you'll be a man, my soul!"

AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may cooperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to cooperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

State News

IMPORTANT NOTICE.

News items from the States must be in the hands of the editorial board by the fifteenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly ask the attention of every press chairman to the necessity of complying with this rule.

ALABAMA.

The Mothers' Circle of Montgomery is entering its adolescent period, experiencing many of the startling, tumultuous and pleasurable revelations of the youth of thirteen summers. It has lived, often struggling, but ever aspiring, through its infancy and childhood. It now has the vigor, ambition, sentiment of the second awakening, together with an abiding faith in the accomplishment of its aim and purpose: "To make mothers realize that theirs is a profession, more far reaching in its consequences than any other."

The year 1909-10 has been one of renewed interest and broadening scope; interest manifested by the good average attendance; scope, by the efforts of its numbers to accomplish things before unattempted.

The work of this club is carried on through its executive officers and committees: on home-making, which brings to our notice the best methods of making and maintaining that "rest spot" for ourselves, our men and our children; on literature, being suggestions of recent publications and good reading for mother and child; on prospectus and reciprocity, a busy committee, but one which explains itself; on legislation, which this year offers to its own club and others a valuable little

pamphlet, a compilation of the laws of Alabama relative to women and children; on visiting and entertaining, this committee has plenty to do in looking after the Circle's membership and its open meetings; on schools, the women on this committee have the long job, and so well did they do their "looking after and suggesting" last winter, that now we want to elect them to our local school board; on philanthropy, oh that time were ours to tell you of the mothers and babies this committee helped last winter, of its new project in furnishing the baby bed in the Union Station, of the financial support it gives to the new matron there.

Excellent programs were carried out under individual direction on Home Making as an Art, Play and Playgrounds, Foods and Their Relation to Health, The Baby as an Asset, and we have even made so bold as to discuss Other People's Children. We had lectures on Good Citizenship, Woman's Triple Crown, and the American Boy. This club observes annually a Parent-Teacher Day, when the mothers and teachers meet to discuss School Life in our Community and to know each other socially; also a Reciprocity and Educational Day with our City Federation. One program is given over to recreation, when the mothers don their

best frocks and most complacent smiles, leaving behind household care and infantile ailments and their prevention and servants (nurses in particular). "on pure enjoyment bent." Last Recreation Day we read each other's graduating compositions, and guessed whose "sweet sixteen" pen produced them. Founder's Day in February and Mothers' Day in May were recognized by appropriate exercises. From the sale of Mothers' Day buttons the club realized over \$30.00, part of which was donated to the National Congress of Mothers, a part goes to our local work.

The Mothers' Circle can truly be said to have mothered many of the good things that have come to our city. It has been the center of influence for school improvements, playgrounds associations and some civic cleanliness.

GEORGIA

The Georgia Congress of Mothers will meet in Atlanta, February 2-4. The program for the evening of Thursday, February 2, includes The Care of Children in the Adolescent Period and The Care During Adolescence. Friday will be given to reports from the circles in membership, and an address by Mrs. Schoff Friday evening. Saturday will be given to conference of parents and teachers.

ILLINOIS

The Illinois Congress of Mothers now comprises the Home Section of the State Teachers' Association. This department held its second annual meeting—as reported in the January MAGAZINE—on December 28 last. Election of officers was held, resulting as follows:

President, Mrs. Orville T. Bright; Secretary, Mrs. Wm. H. Brown, both of Chicago, and Mrs. Samuel Bradt, of DeKalb, Chairman of the Program Committee.

At a meeting of the Board of Managers, on January 21, preliminary arrangements were made for the annual State convention, at Charleston, early in May. Mrs. John T. Montgomery, of Charleston; Mrs. M. B. Blouke and Mrs. Charles Blodgett, both of Chicago, have charge of the details of the program. At this Board meeting a report of the proceedings of the National Board at New York, on January 18 and 19, was given by the President, Mrs. Gillson.

Mrs. Louis K. Gillson, President of the Illinois Congress of Mothers, in an address on "Home Occupations for Boys," before the Hull House Woman's Club, declared that all boys should be taught the elementary principles of sewing and should have at least fifteen minutes of music practice every day.

"It is necessary for everyone, regardless of sex, to know something about

sewing, for the knowledge always is useful, especially when boys are camping and away from home," she said. "If boys were given things to work in the house they would be kept out of mischief which otherwise might tempt them. Let them cultivate their hobbies of keeping pets and bugs in the back yard and house, and you soon will see the good habits the boys attain from being orderly in all things they do, for to cultivate hobbies they must be painstaking. It is best to let them do anything they may want to that is not criminal, and they soon will come to depend upon themselves and will be responsible. Let them have as much joy of their early lives as they can, and then we also will enjoy ourselves.

"After all, it is not environment that educates the boy, but the all-around, old-fashioned mother that makes him. All home occupations for the boy should not be play, but boys should be taught to make themselves useful about the home by having certain regular things to do. The giving to a boy of certain regular work will make him responsible, so that when he goes to work for an employer he can depend upon him to do things without questioning. If you cannot find housework for the boy give him some bead or raffia work to occupy himself with, or even keep him busy by allowing him to make home candy. With the training along these lines the boy has aroused within him a certain consciousness which will make him strive to do his best in all things."

NATIONAL PUBLICITY COMMITTEE

The general duties of the Publicity Committee of the National Congress of Mothers are:

1. To make known the work of the Congress through every possible medium.
2. To inspire interest in and secure large delegations to the Washington meeting. Impress this upon the public that all are welcome.
3. To especially secure and cultivate the friendly and active coöperation of press and pulpit.
4. To make a systematic campaign of education through the regular insertion of articles in a selected list of papers in each State about once each week between now and May 1.
5. To endeavor to secure, wherever possible, the coöperation of a new syndicate, union or association. (Write a letter to the general manager, asking him if he will not allow what you send him to appear in the papers controlled by him.)
6. To secure the coöperation of educators. (Write a letter to your State Superintendent of Public Instruction, asking him if he will not allow his Teachers' State Journal to publish the copy you send to him.)

The chairman will send you other suggestions from time to time.

The above outline represents what this committee, as a whole, hope to accomplish. Each member is expected to do only that which is possible, and consistent with conditions in her section of the United States.

Suggestions, occasional reports and newspapers will be gratefully received by the Chairman.

PERSONAL NOTES OF INTEREST.

Mrs. Clarence E. Allen, of Salt Lake City, President of the Utah Congress, prefers to assume responsibility herself for press work in that state. The *Salt Lake Tribune* published a half column by Mrs. Allen on Congress of Mothers' activities, both State and National.

Mrs. George W. McMath, of Portland, Chairman of the Press Committee, Oregon Congress of Mothers, asked for and secured space in the *Oregon Teachers' Monthly*, also *School and Home*, for regular contributions on State and National Congress matters. Under the headings, "An Appeal to Teachers," "An Appeal to Mothers," also "Parent-Teacher Circles," Mrs. McMath has had valuable articles published. One of her most active and efficient assistants is Mrs. Thomas Hawkes, whose writings appear in the daily papers of Portland.

Although Maine has no State organization, propaganda work through the press will be conducted by Mrs. W. B. Ferguson, of Auburn, who is appointed State organizer.

In Colorado, the first vice-president of the Colorado Congress of Mothers, Mrs. Edward Yetter, of Denver, is temporarily in charge of publicity, succeeding Mrs. Helen Wixon, recently elected State Superintendent of Public Instruction.

One of the most capable and industrious workers of the Publicity Committee is Mrs. Charles M. Stone, of Swarthmore, Penna., Chairman of the State Press Committee, whose original writings possess merit of a high order, and were widely distributed through the Associate Press prior to the Denver meeting.

The above are but a few of the many personals which might be published, if space would permit. They are but examples of activities in widely separated sections of our country.

The National Publicity Committee of the Congress of Mothers now consists of the standing press committees in the thirty-four organized States, of the appointed organizers in the unorganized States and of the special committees appointed by the President prior to the

Denver Convention. Among these are editors, newspaper writers, clergymen and educators. It is to each of these influential friends of the Congress of Mothers that the following requests are directed:

1. As soon as possible after receiving THE CHILD-WELFARE MAGAZINE please copy and send to the editors of your best local paper a part, at least, of what you find therein regarding "Founder's Day," February 17.

2. Also the vital facts in connection with the Second International Congress on Child-Welfare at Washington, D. C.

3. Try to combine the above with news of local interest in your section.

4. Please mail to the Chairman the entire page of at least one paper containing your article. (This is preferred to an entire paper or to the clipping, as date and name of paper may thus be secured.)

The report of the work of this committee will be based largely upon these articles received by the Chairman, and showing what has actually been published in the newspapers and magazines of the United States. The Chairman will supply copy to leading newspapers in unorganized States and Territories, also to news syndicates, unions and associations.

The Chairman of this committee desires to know, at the earliest possible moment, the name and address of the Chairman of the State Press Committee in each of the following: Arizona, Arkansas, District of Columbia, Georgia, Idaho, Indiana, Louisiana, Maryland, New Hampshire, New York, North Dakota and Oklahoma.

Fraternally yours,

ALICE C. HALL,

National Chairman of Publicity,
2923 Fulton street, Chicago, Ill.

IOWA

At the recent Congress in Iowa Professor Colgrave, a specialist in child study, gave a valuable address of interest to every parent. He said in part:

CHARACTER BUILDING.

"It is a hopeful social symptom that intelligent mothers and teachers all over our land are realizing the vital need of the more systematic and effective training of children in both the home and school. Children are not responsible for being born, and pupils are not responsible for compulsory laws that send them to school. Neither are the children to blame for having foolish parents or incompetent teachers.

"Judging by the practice of most parents and teachers, it is the commonly accepted theory that children just 'turn out' good or 'turn out' bad. Plenty of fathers and mothers are repeating the sin of Jacob and Eli.

"I submit as fundamental propositions that the law of unity in the child's de-

velopment precludes the possibility of segregating the child's moral education from his physical and intellectual growth; that morality cannot be taught as a mere abstraction apart from real life, nor acquired as an accomplishment after the child has finished his intellectual education; that the child is a moral being in school as well as in the home and the Sunday-school; and that moral impulses and emotions must find expression in right conduct if they are to become a permanent part of the child's character.

"To say that the aim of all education is to build character sounds very fine, but it is too large a concept, too indefinite and intangible an aim to be effective in the daily work of the home or the school. Besides, such an aim seems far away, a dim and hazy future possibility to be realized in some mysterious way when the children are grown-up folks. But there is nothing mysterious or indefinite about forming a specific habit. It can be named, set up as an immediate and definite aim, the nervous system set into action, repetition demanded, drill enforced, improvement noted until the process is complete. It is thus that the specific habits that make up character are formed through intelligent training. It is in this way, and only in this way, that children acquire the habits that fit them to live in a civilized community.

"Could parents and teachers but realize that if they take care of the habits formed by the children, the character of the children will take care of itself, and could they have the vision to see how inevitably children become mere bundles of walking habits, they would give great heed to this important work of the home and the elementary school—the forming of right habits, training children to make their nervous system their ally instead of their enemy.

"Habits may be formed and in early life easily controlled. They can be acquired, abolished, modified through training. To form or abolish a habit as long as the nervous system remains plastic is simply a matter of common sense, strength of character and continuity of effort. There are no short cuts or easy roads or patent devices to make a man. The only successful method of forming character was an old proverb, even in the days of Solomon, 'Train up a child in the way he should go, and when he is old he will not depart from it.' It is, literally, 'line upon line, line upon line; precept upon precept, precept upon precept; here a little, there a little.'"

MASSACHUSETTS.

The annual meeting of the Massachusetts Congress of Mothers and Parent-Teacher Associations will be held in Waltham instead of Lynn.

The Superintendent of Schools in Lynn, Mr. Peaslee, asks the Congress to meet in Lynn in 1912, when the new High School will be completed and will have an auditorium ample in size to accommodate the Congress. February 16, 17 and 18 are the dates of the Congress in Waltham, and there is promise of an excellent program.

Mrs. Walter Le Roy Smith, 18 Everett street, Malden, is Secretary and can give any desired information.

MISSISSIPPI.

The Mississippi Congress of Mothers will hold a mid-year session at Jackson, January 27 and 28. It has also arranged for meetings in Natchez, January 30; Vicksburg, January 28; Hattiesburg, January 31, and Columbus, February 1, to meet the National President, Mrs. Schoff. The desire of the Mississippi officers to promote a State-wide coöperation in the work for child-welfare and child-study has resulted in a very general interest in the meetings that have been arranged. Mrs. B. H. Stapleton, President, Hattiesburg; Mrs. Hunt Cook, Vicksburg; Mrs. J. M. Shaw, Natchez; Miss Annie Faut, Columbus, are among those who have done much to further the series of meetings in different sections of Mississippi.

OREGON.

At the State Teachers' Association, which met recently in Portland, the Oregon Congress of Mothers was commended for the interest which its members are taking in educational subjects and the elevation of the standard of home life and civic affairs.

Eighteen hundred teachers were in attendance.

The Mothers Congress was addressed by Miss Emma L. Butler, of the Juvenile Court.

Moving picture shows and roller skating as a means of amusement to children are held to be harmless, and, in fact, beneficial, by Miss Emma L. Butler. The churches and other organizations which are fighting these forms of recreation among children are doing no good, as they suggest no suitable substitute, and without something to take the place of these Miss Butler held that conditions among the young people would be really worse than they are at present.

Miss Butler contended that much of the cause of wrong-doing among children is lack of proper amusement, and to this end she maintained that mothers should coöperate in the prevention of crime by inventing the right sort of fun for the growing boys and girls.

A remedy which she suggested is that all school houses should be kept open in the evening and provided with suitable

gymnasiums and libraries, that the permanent interest of the children might be aroused. She suggested further, in connection with this plan, that the girls and boys of each district who do not attend school, but are compelled by necessity to work during the day, be allowed to share in the amusement as well as the more fortunate.

She says that it has been her experience that it is for no purpose of wrongdoing that juveniles attend the picture shows and skating rinks, but only for the sake of having a good time, and then when a substitute is supplied there will be small need for a battle against these so-called temptations.

Oregon, as announced in an earlier issue, began active work with its initial meeting for the winter on November 1st, and in spite of the anticipated lack of interest and enthusiasm during the holidays, results so far have been very gratifying and would seem to foreshadow even greater success during the new year.

The Oregon Congress is now in its sixth year. Its growth outside the city of Portland has been comparatively slow, due to many reasons, among the principal of which has been the lack of adequate transportation facilities through the greater part of the State, making it difficult to reach all points with the inducements of the Congress. This condition is happily being remedied by the recent invasion of railroads. It should also be remembered that for the past six years the principal cities, and the State itself, have undergone a remarkable development and growth, and with new towns springing up almost over night and our neighbors half the time strangers from every clime, the difficulty of diverting their attention from the excitement about them is extremely hard, particularly when it must be done with the dignity that our work deserves and requires, but when once established we have found as a general rule that such circles as have been formed immediately flourish and bear seed.

In last month's number of this magazine the results obtained through the Publicity Department were commented on, since which time another departure has been added to its plans, by which the Congress, through Mrs. La Barre of the Publicity Department, is establishing bureaus of publicity through the State for the papers outside of Portland.

Since October last, six Parent-Teacher circles have been organized, as follows:

Troutdale, Multnomah County, with fifty charter members.

Butte Falls, Jackson County, with twenty-five members in a town of about 300 population.

Portsmouth, Irvington, Stephens and Vernon schools of Portland.

A number of other points through the State are asking for assistance and will be organized as soon as possible, notably among them being Salem, the capital of Oregon.

A pleasing tribute to the efforts of our organization appears in the January issue of *Good Housekeeping*, an Eastern magazine. In an illustrated article on Portland, the work of the Mothers' Congress is praised in connection with the public schools.

Oregon will hold a convention during the early fall of the present year. Mrs. Geo. W. McMath, one of the delegates to the Denver convention last summer has been appointed General Chairman in charge of arrangements. Beyond a few preliminaries, no definite plans are as yet adopted; the object being to bring into closer relation the various Parent-Teacher circles and through the publicity connected therewith to stimulate additional interest through the State; also to further public recognition and support through exploitation of the results and benefits of the Congress.

At the January meeting of the State Congress an advisory council was appointed as follows:

P. L. Campbell, President of the University of Oregon at Eugene.

W. J. Kerr, President of the Oregon Agricultural College at Corvallis.

Earl C. Bronaugh, ex-Judge of the Circuit and Juvenile Courts.

Jonah B. Wise, Rabbi of Temple Beth Israel.

Rev. Luther R. Dyott, D.D., Pastor of First Congregational Church, Portland.

Rev. W. B. Hinson, D.D., Pastor of White Temple (Baptist) Church.

Rev. Benjamin Young, D.D., Pastor of Taylor Street M. E. Church, Portland.

Rev. H. J. McDevitt, Assistant to Archbishop Christie, of the Diocese of Oregon.

Samuel Connell, member of Executive Board, city of Portland.

Dr. A. S. Nichols, of Portland.

Mrs. L. W. Sitton, Chairman Board of Education, city of Portland.

Mrs. Sarah A. Evans, President Federated Women's Clubs of Oregon.

Mrs. Jessie M. Honeyman, of Portland.

Mrs. Clara H. Waldo, Member of Executive Board of Oregon Agricultural College.

PENNSYLVANIA.

The November and December sessions of the Executive Board were remarkable for full attendance and importance of matters discussed. Also the assembly was singularly fortunate in having present the National President, Mrs. Frederic Schoff, and Mrs. Joseph P. Mumford (whose mellowed experience makes her suggestions precious), with Mrs. George K. Johnson

presiding, inspiring by gracious leadership.

The subject of the Childrep's Federal Bureau was discussed and acted upon.

The School Code was endorsed with the amendments, chief among them that Boards be elected rather than appointed.

The recent tour of this State made by the special organizer, Mrs. Le Roy Smith, of Massachusetts, has awakened widespread interest, over four hundred towns being on the list of those seeking further information and assistance, with view to organization and Congress membership. To meet this demand it was decided to divide the State into districts, appoint a sufficient number of efficient field officers to cover the State as soon as practicable. So great has the work become that it has outgrown the volunteer worker. It will be necessary to assume practical business methods and pay the organizers who will devote full time to the work.

Another helpful suggestion adopted, one that shall bring widely separated "Circles" in touch with each other and the executive branch, is the sending monthly to each Circle composing the Congress a brief letter concerning the Board's actions.

Also, it was decided to form central committees in each county in the State, these to further the interest and work of the Congress and become links between the Executive Board and each respective locality. This must be wholly volunteer work. Will the willing ones kindly forward their names to Press Chairman? The work thus sub-divided will be not burdensome, and most helpful in adding to the general sum.

In Philadelphia will be held annually three "rummage" sales simultaneously in different sections to raise funds necessary to extend the Congress work.

One committee report included the statement that CHILD-WELFARE MAGAZINE had been sent for 1911 as Christmas gifts because the donor considered it the best and wisest gift to bestow on her friends with growing children. These little matters are stated in the thought that they may be helpful suggestions to others.

The minor chord was touched in December meeting when it became necessary to take action on the death of the beloved Mrs. James McGill, of Washington. Her loving service and splendid support had endeared her to all, and it was so expressed in resolution.

The very cordial invitation for the annual meeting was considered, and it was unanimously agreed to hold the Twelfth Annual Meeting of the Congress at Williamsport in October, 1911, the date to be determined later.

MRS. CHARLES M. STONE,
Chairman Press Committee.
Swarthmore, Pa.

RHODE ISLAND

Dr. Helen C. Putnam, Randall J. Congdon, Superintendent of Providence Public Schools, and Wallace Hatch, Secretary of the Anti-Tuberculosis League, were the speakers at the open meeting of the Rhode Island Congress of Mothers, held in the Y. W. C. A. building Friday evening, December 2.

Dr. Helen Putnam spoke on, "Is Your Birth Officially Recorded?" She made it very clear that more careful and accurate record of the births and deaths of infants should be made.

"This should be done for two reasons," said Dr. Putnam. "First, to guard infant life and to protect many great life interests. We want to know how many babies die and what kills them.

"Now we are not able to know these important things because the census tells us that no account is kept in more than half the States in the country, and those kept at all are not accurate and reliable enough to be accepted by the Government."

Dr. Putnam interspersed her discourse with health hints and suggestions. She told mothers much that was helpful. She urged that the public schools should teach health.

Mr. Congdon, Superintendent of Schools, brought the Congress his warmest sympathy and coöperation in their work for the child and the home. He said: "The home is the centre and the safety of our civic life, the children its most sacred possessions and the mother the important head of it all."

Mr. Hatch talked of the Red Cross Christmas Seal, its sale and its two-fold mission. He said: "This little stamp brings in a fund for us to use in stamping out tuberculosis, and it awakens an interest in our work in every home where it appears."

Mr. Hatch outlined the work which his association plans to do in the future and which is to spread through all the cities and towns of the State.

The meeting was conducted by the President of the Rhode Island Congress of Mothers, Mrs. Louis L. Angell, who graciously welcomed the representatives of the several Mothers' Clubs which make up the Congress and their guests, as well as many prominent clubwomen and teachers who were present.

The speeches were interspersed by songs by Miss Jessie Douglass, accompanied by Miss Leila Tucker.

Report sent in by M. E. B. Gregory.

MRS. HARRY.

42 Carter street, Providence, R. I.

WASHINGTON

SEATTLE.

The Seattle branch of the Mothers'

Congress is gaining in influence steadily. This year we note the individual strength of many members who are doing effective work on committees. The parents' evening lecture course has been one of our greatest efforts. The School Board approved the plan, and have given sustained assistance. Our Juvenile Court, if our legislation succeeds, will secure the educational basis much needed.

THE PARENTS' EVENING LECTURE COURSE.

The Children—Our Part in Their Good Fortune. A Series of Practical, Helpful, Inspiring Talks to be Given by Experts to Help Parents in Solving the Problems Connected with the Lives of Their Children. Under the direction of the Mothers' Congress, Seattle Chapter. The subjects are:

"Children at Play," an Illustrated Lecture, Mr. J. H. Stine, Director of the City Playgrounds; October 24, Broadway High School; October 31, Lincoln High School; November 7, Queen Anne High School; November 14, Ballard High School.

"The Physician and the Home." Dr.

Fred J. Fassett, Surgeon to the Children's Orthopedic Hospital; November 23, Broadway High School; December 7, Lincoln High School; January 4, Queen Anne High School; January 9, Ballard High School.

"The Best Diet for Growing Children," Mrs. Ellen P. Dabney, Supervisor Household Science and Arts, Seattle Schools; January 4, Broadway High School; January 11, Lincoln High School; February 1, Queen Anne High School; February 6, Ballard High School.

"The High School Age," Prof. Wm. F. Geiger, Principal Broadway High School; February 1, Broadway High School; February 8, Lincoln High School; March 1, Queen Anne High School; March 6, Ballard High School.

"Moral Education—A Task for Us All," Prof. E. O. Sisson, Dept. of Education, University of Washington; March 1, Broadway High School; March 8, Lincoln High School; March 13, Queen Anne High School; March 20, Ballard High School.

A New Way to Raise Money

Mrs. R. C. Porter has inaugurated a new form of the Tea so widely employed to secure funds for church aid societies. This idea was given to Mrs. Porter while away some months ago and is proving a pleasing success, both socially and financially. Under her leadership it is to raise money for the First Methodist Church in Oak Cliff to defray its share of the Methodist settlement work expenses, and might well be undertaken by other bodies of women, either on a larger or smaller scale. Especially would this be a fine plan for the Dallas Mothers' Council to gain money to meet the expenses of each year.

The lady who takes the initiative in this unique "Chain of Teas" gives a Tea to which she invites ten women (as many can come as to usual Teas and give as liberally as they choose, but ten true and tried *must* come) who will give fifteen cents

each and each promise to give a Tea to which she will bring ten women, who will promise to give a Tea each with ten women guests at the same price. In Mrs. Porter's "chain" there are to be only three Teas in the direct chain, but see what this will aggregate. Mrs. Porter's original Tea will bring in but \$1.50; her ten guests' ten Teas will bring in but \$15.00, but the third tea drinking will be done by ten hundred women and this will bring in \$150.00.

This has been intensely pleasant and effective, and if undertaken by the Mothers' Council would require comparatively little effort and easily furnish the means for the Mothers' Day commemoration without recourse to soliciting contributions from the men who so generously finance everything for Dallas and who doubtless would be grateful for even so small a surcease as immunity from even one money-needing occasion.

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(Continued from last page of cover)

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Literature and Loan Papers on Child Nurture

The Mothers' Union of Kansas City has transferred its loan papers to the National Congress of Mothers. Mrs. Edwin R. Weeks, of the Union, will have charge of our Department of Loan Papers, and will in future superintend the selection of additional material. The combined lists have been carefully revised by her, to make them better serve the needs of the public. Old papers of the Congress and of the Union, not included in the list given below, have been withdrawn from circulation.

The following papers will be loaned to any one in any place for twenty cents each, on application to the Corresponding Secretary, 806 Loan and Trust Building, Washington, D. C. Orders should be given some time in advance of need, and the character of the papers desired as well as its title should be indicated. Papers may be retained three weeks, and should be returned unfolded. They are all by specialists, speakers or writers who could be secured in person only at great expense. Sets of twelve neatly typewritten papers, carefully selected to form a connected program for twelve meetings, will be sent on receipt of \$2.00. The character of work desired should be indicated in application. The topics of these sets are printed from time to time in the CHILD-WELFARE MAGAZINE.

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